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ABSTRACT

This supplement provides a historical summary, for the Philadelphia, Pennsylvania schools, of the key findings in the Annual Evaluations of each Elementary Secondary Education Act Title I project since 1975. The 1977-1978 management information, the key findings for 1975-1976 and 1976-1977, as well as the preliminary findings for 1977-1978 are included. The preliminary findings are not intended as a summative evaluation of any project. Summative evaluation findings will be included in a later report. Projects described here include: Affective Education, Alternative Programs, Benchmark, Bilingual Education, Project Bridge, Comprehensive Mathematics Project, Comprehensive Reading Project, Computer Assisted Instruction, Counseling Services, Education in World Affairs, English as a Second Language, Project Follow Through, Institutions for Neglected and Delinquent Children, Learning Centers, Motivation, Multimedia Center, School Community Coordinator, Summer Special Education, Elementary Mathematics Classroom Aides, and Preschool Child Development Project. (Author/CTM)

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TITLE I ESEA PROJECTS

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Digest of Annual Evaluations

SUPPLEMENTARY EDITION - 1978

DEPARTMENT OF FEDERAL EVALUATION RESOURCE SERVICES

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OFFICE OF RESEARCH AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA

Report #7827

TITLE I ESEA PROJECTS:

DIGEST OF ANNUAL EVALUATIONS

SUPPLEMENTARY EDITION 1977-1978

A historical summary, by the Department of Federal Evaluation Resource Services, of the key findings reported in the annual evaluations of each project.

March 1978

Office of Research and Evaluation

THE SCHOOL DISTRICT OF PHILADELPHIA

Philadelphia, Pennsylvania 19103

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This report was prepared by the Department of Title I Evaluation Services. Assistance in evaluation design, instrument development, data analysis, and editorial matters was provided by members of the Division of Instructional Research and Development Services, Edward K. Brown, Director. Members of the project-evaluation teams are named in the respective project reports. Projects were assigned to teams under the leadership of research associates. If major responsibility within a team was assigned to an individual, that person's name is marked with an asterisk (*).

Projects included in this report were funded under ESEA Title I and administered through the School District's Office of Federal Programs.

PREFACE

The purpose of this Supplement is to provide the reader with a historical summary of the key findings reported in the Annual Evaluations of each project since 1975. For those interested in key findings prior to 1975, they are referred to the Index Volume, Title I ESEA Projects: Digest of Annual Evaluations 1965-1976 (Report #7681). In addition, the Index Volume contains the project description and the evaluation techniques which were used.

The current document contains the 1977-1978 management information, the key findings for 1975-1976 and 1976-1977 as well as the preliminary findings for 1977-1978. The preliminary findings are not intended as a summative evaluation of any project. Summative evaluation findings will be included in the annual report, Evaluation of Title I ESEA Projects, to be published after the close of the current school year.

Stephen H. Davidoff

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AFFECTIVE EDUCATION

ADMINISTRATOR:	Norman Newberg
HEADQUARTERS:	Room 323, 21st Street and Parkway
TELEPHONE:	299-7776
PBRS CODE:	811-04-611
OPERATING YEARS:	1968-1978
GRADES SERVED:	K-12
NO. OF PUPILS:	Public 41,650, Nonpublic 3,000
NO. OF SCHOOLS:	Public 61, Nonpublic 4
NO. OF EMPLOYEES:	Professional 9, Paraprofessional 0, Clerical 1
CURRENT BUDGET:	$250,000
EVALUATION TEAM:	William E. Loue III, Judith Green, Lisbeth R. Sklar

KEY FINDINGS

1975-1976 The project's intended mode of operation was fully implemented. The three divisions of the project conducted extensive training programs throughout the school year for teachers in the School District.

All of the project's objectives were attained. It was found that (a) students in classrooms of teachers trained by AEP achieved significantly higher Vocabulary and Comprehension scores on the Gates-MacGinitie Reading Tests than a comparison group of nonproject students, (b) the same project students exhibited a significantly greater willingness to write and generally wrote more competently than the same comparison group of nonproject students, and (c) project students tended to persist in reading tasks for a significantly greater proportion of time during a sustained silent reading period than nonproject students.

1976-1977 It was found that students in AEP programs improved their reading comprehension skills to the extent that (a) a significantly greater number of students demonstrated mastery on a series of criterion-referenced tests of reading comprehension skills, (b) expected proportions of project students made at least one year's progress in reading as measured by a standardized achievement test, and (c) expected proportions of project students gained at least two book levels during the school year as measured by an informal reading inventory.

1977-1978 (Preliminary findings) The Affective Education project (AEP) is fully operational according to its intended mode of operation. The four major divisions of the project, Communications Network, Parent Training, Resource Services, and the School for All Ages, are proceeding as planned. It is expected thtat the project will attain all of its stated objectives.

PARTICIPATING SCHOOLS

District 1:	Bartram (includes SHS), Belmont, Bryant, Dunlap, Harrington, Lea, Locke, Longstreth, Mitchell, Tilden, West Philadelphia
District 2:	Barratt, Childs, Douglass, Smith, Waring, Stanton, Franklin Learning Center
District 3:	Southwark, Meredith, Nebinger, Wister, Spring Garden
District 4:	Blankenburg, Cleveland, Heston, Kenderton, Stanton, Lehigh Rhodes, Strawberry Mansion, Whittier, Wright, Dick, Miller
District 5:	Moffet, Miller, Edison, Ferguson, Hackett, McKinley, Thomas Sheppard, Brown, Clymer, Elverson, Harrison, Hunter, Welsh, Ludlow, Kensington
District 6:	East Falls, Emlen, Lingelbach, Mifflin, Kinsey, Pastorius, Kelly, Steel
District 7:	School for All Ages, Smedley, Taylor
Nonpublic:	St. Elizabeth, St. Francis Xavier, St. Rita, Transfiguration

ALTERNATIVE PROGRAMS (ESEA TITLE I COMPONENT)

ADMINISTRATOR:	Lorraine Brown
HEADQUARTERS:	Room 208, 21st Street and Parkway
TELEPHONE:	299-7831
PBRS CODE:	711-03(04)-539
OPERATING YEARS:	1972-1977 (Project terminated in 1977)
GRADES SERVED:	7-12
NO. OF PUPILS:	1,125
NO. OF SCHOOLS:	23
NO. OF EMPLOYEES:	Professional 27, Paraprofessional 38, Clerical 3
CURRENT BUDGET:	Regular $962,169, Summer None, Total $962,169
EVALUATION TEAM:	Herman Carter, Joseph Wroblewski

KEY FINDINGS

1975-1976

Alternative Programs provided a variety of unique learning experiences and environments for students who had not previously adjusted to school settings in a satisfactory way. Reduced class size, more personalized adult-student relationships, flexibility of rosters, and instructional techniques designed to be compatible with students' deficiencies were observed at the program sites.

Nearly all programs were implemented as planned, but not all of the project's objectives were attained. The project was most successful in promoting positive attitudes on the part of teachers, students, and parents, and in improving mathematics achievement. There was partial success in improving attendance and behavior, reducing subject-matter failures, and improving reading achievement.

1976-1977

It was found that 50% of the students in Alternative Programs maintained or increased their reading achievement levels as measured by the California Achievement Tests.

In addition, 59% of the participating students had higher attendance this year and 42% had fewer unsatisfactory behavior ratings. However, the expected proportion of project students did not decrease in unsatisfactory performance ratings.

This project was terminated in 1977.

PARTICIPATING SCHOOLS

District 1:	Lea, Sayre, Sulzberger, University City
District 2:	Barratt, Franklin, Vare, Vaux
District 3:	Bartlett, Furness, South Philadelphia, Stoddart-Fleisher
District 4:	FitzSimons, Gillespie, Gratz, Shoemaker, Strawberry Mansion
District 5:	Penn Treaty, Stetson, Wanamaker, Jones
District 6:	Pickett, Roosevelt

BENCHMARK

ADMINISTRATOR:	Edmund J. Forte
HEADQUARTERS:	Room 118, 21st Street and Parkway
TELEPHONE:	299-7819
PBRS CODE:	811-02-507
OPERATING YEARS:	1974-1978
GRADES SERVED:	4-6
NO. OF PUPILS:	1,240
NO. OF SCHOOLS:	31
NO. OF EMPLOYEES:	Professional 35, Paraprofessional 62, Clerical 2
CURRENT BUDGET:	$1,450,100
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters

KEY FINDINGS

1975-1976 During its second year of operation, Benchmark was fully implemented and continued to help pupils improve their reading and mathematics skills. The 20 pupils in each of the 62 classes were served by a teacher and an aide in a self-contained classroom using a skill-center approach. More than half the pupils attained a 90% mastery of phonics skills and more than 60% gained at least two levels of reading skills measured by individual reading inventories.

More than half the pupils gained at least two levels of mathematics skills measured by the Philadelphia Mathematics Evaluation Test (Levels Test).

1976-1977 The Benchmark project was fully implemented during its third year of operation. Eighty-three and a half percent of the 1,284 pupils served during the year had an attendance record of 80% or higher. Pupils continued to improve in their reading and mathematical skills. More than half of the pupils gained mastery of the 85 phonics skills tested and 60% of the children gained two or more book levels on individually administered reading inventories.

1977-1978 (Preliminary findings) This project underwent a major change in its delivery of instruction to children this year. The transition was handled smoothly in most schools. A large number of teachers indicated a preference for the original instructional procedures. Data will be collected to assess the impact of these changes on pupil performance.

PARTICIPATING SCHOOLS

District 1:	Barry, Belmont, Daroff, Holmes, Locke, Washington
District 2:	Bache, Childs, Gideon, Morris
District 3:	Hawthorne, Jefferson, Kearny, Southwark, Spring Garden, Wister
District 4:	Blaine, Cleveland, Dick, Heston, Kenderton, Lehigh, Leidy, Stanton, Wright
District 5:	Ferguson, McKinley, Moffet
District 6:	East Falls, Steel
District 7:	Bethune

BILINGUAL EDUCATION

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 228-3105
PBRS CODE: 811-06-538
OPERATING YEARS: 1972-1978
GRADES SERVED: PK-12
NO. OF PUPILS: Nonpublic 900
NO. OF SCHOOLS: Nonpublic 11
NO. OF EMPLOYEES: Professional 15, Paraprofessional 12, Clerical 1
CURRENT BUDGET: $482,600
EVALUATION TEAM: Marion Kaplan, Janice Atkins

PROJECT DESCRIPTION

The English As A Second Language - Readiness and the Bilingual Education project were merged into one project for the 1977-1978 school year. The project descriptions may be found in the 1976 Index Volume.

KEY FINDINGS

1975-1976 Each cognitive objective for the Cariño Center was either fully or partially attained. Ninety-two percent of the pupils (more than the expected 75%) gained at least one book level on a group informal reading inventory, and 61% (more than the expected 60%) made a month-for-month gain in GE level on the KeyMath Diagnostic Arithmetic Test. Statistically significant gains were made on Level 2 of the Inter-American Series Tests of Reading, but not on Level 3.

1976-1977 All project objectives were attained. ESL-R's greatest success was in the area of mathematics-readiness. Eighty-nine percent of the pupils (more than the expected 50%) achieved or exceeded the mastery score of 0.8 GE, and their median score of 1.3 was well above the criterion. The project also experienced unusual success in having Spanish-dominant pupils (Category 1 on the James Language Dominance Test) increase their facility with English. Eighty-four percent of these pupils (more than the expected 75%) advanced to categories which indicated some degree of bilingualism.

The project was implemented as intended. Objectives for both components were attained. The majority of Cariño Center pupils gained two or more book levels in reading (more than the expected one book level) and their 1.0 year average gain in mathematics exceeded the expected month-for-month gain. The auxiliary teacher component was equally effective in contributing to the mathematics and reading progress of its pupils.

1977-1978 *(Preliminary Findings) The Cariño Center and Bilingual Auxiliary Teacher components are operating similarly to previous years. Staff stability has been attained, and the pupil selection process appears to be working well.*

Despite some staff changes, the kindergarten component also is running smoothly. A new site was added this year.

Since pupils' pretest scores are similar to those of previous years and since the project's components are fully implemented, it is expected that all 1977-1978 project objectives will be attained.

PARTICIPATING SCHOOLS

Nonpublic: Cathedral, St. Bonaventure, St. Boniface, St. Edward, St. Francis Xavier, St. Malachy, St. Michael, St. Peter Apostle, St. Stephen, St. Veronica, Visitation

BRIDGE

ADMINISTRATOR:	Leontine D. Scott
HEADQUARTERS:	Room 510, 21st Street and Parkway
TELEPHONE:	299-7659
PBRS CODE:	811-02-585
OPERATING YEARS:	1977-1978
GRADES Served:	2-4
NO. OF PUPILS:	2,787
NO. OF SCHOOLS:	18
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 91, Clerical 1
CURRENT BUDGET:	$1,429,300
EVALUATION TEAM:	Thomas McNamara, Herman Carter, John McKinney

PROJECT DESCRIPTION

Project Bridge is an extension of the comprehensive services and benefits associated with Follow Through-type programs to schools that had not been able to participate in these earlier programs. In addition, Project Bridge introduces a special emphasis on concept-learning and comprehension at the key grade levels of schools' early elementary program, Grades 2, 3 and 4 to counteract the downward trend in performance on standardized tests which is regularly evident in large cities, particularly beginning with third grade.

The instructional approach is concept-learning oriented and is imparted as follows: (a) use of district reading and mathematics curricula as much as possible, in combination with (b) at least small group instruction, but as highly individualized as possible through reliance on analysis of each child's learning process and communication with the home regarding special learning tasks appropriate for each child, and (c) setting an effective motivational environment in the classroom through recourse to a token economy or contracting routines and adapting the content and mode of instruction to the child's interests and background.

Multi-adult classrooms are provided through appointment of aides and the development in time of a trained cadre of parent volunteers. The instructional techniques and curricula are distillations of the best of Follow Through and District Reading and Mathematics programs, sustained by pre and on-going staff development and individualized child planning.

Parent Involvement receives major empahsis by combining the School District's Parent Partnership operations with the active decision-making role assigned parents in the Model Management Team concept employed in the original Follow Through Program. Special supplemental psychological and social services are provided to insure learner preparedness in every respect. School Community Coordinators assist in the social services endeavor as do parent volunteers. Supplementary psychological referral services are arranged for as funding allows.

EVALUATION TECHNIQUES

Standardized achievement test, questionnaire, and Observational Checklist data.

KEY FINDINGS

1977-1978 *(Preliminary Findings) Three days of staff development activities were successfully completed. Resource personnel provided a variety of services to teachers. Observations indicated that teachers were making progress towards providing small group and individualized instruction to participating students.*

PARTICIPATING SCHOOLS

District 1: Daroff, Hamilton, Huey
District 2: Alcorn, Bregy, Childs, Gideon, Kelley, Peirce
District 3: Key, Kirkbride, Washington
District 4: Peirce, Walton
District 5: Clymer, Miller
District 6: Logan, Mifflin

COMPREHENSIVE MATHEMATICS "A": ELEMENTARY MATHEMATICS RESOURCE TEACHER

ADMINISTRATOR:	Alexander Tobin
HEADQUARTERS:	Room 310, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	811-02-523
OPERATING YEARS:	1972-1978
GRADES SERVED:	1-8
NO. OF PUPILS:	45,775
NO. OF SCHOOLS:	109
NO. OF EMPLOYEES:	Professional 112, Paraprofessional 38, Clerical 2
CURRENT BUDGET:	$2,968,500
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

KEY FINDINGS

1975-1976 Comprehensive Mathematics "A" was fully implemented, and was successful in improving the mathematics skills of pupils in Grades 2-6 who had obtained CAT Total Mathematics scores below the 16th percentile in 1975. In 1976 the number of participants scoring below the 16th percentile was reduced by 41%. In six months, the pupils who had been invited to remediation sessions demonstrated an average gain of 1.2 instructional levels on the Philadelphia Mathematics Evaluation Test (equivalent to 2.0 levels in 10 months).

On both measures of mathematics skills, pupils who attended at least 75% of their remediation sessions demonstrated more progress than pupils who attended less than 75% of the sessions.

1976-1977 Comprehensive Mathematics "A" was fully implemented and successful in improving the mathematics skills of pupils in Grades 2-6. The 4,463 pupils who had been invited to remediation sessions demonstrated an average gain of 1.6 instructional levels during the 7-month period between pretest and posttest. Extrapolated for a 10-month school year, the average gain of 2.3 levels exceeded the project's goal. This group also demonstrated a 35% reduction in number of pupils scoring below the 16th percentile on the CAT.

Attendance at remediation sessions was related to pupil achievement. On the Levels test, pupils who attended their remediation sessions regularly demonstrated an average gain of 1.6 instructional levels in 7 months; pupils who attended less regularly demonstrated an average gain of 1.3 levels. On the CAT, pupils who attended regularly achieved a 42% reduction in number of pupils scoring below the 16th percentile; pupils who attended less regularly demonstrated a 36% reduction; pupils not invited to remediation sessions demonstrated a 27% reduction.

1977-1978 *(Preliminary Findings) The EMRTs are providing remediation service to selected Title I-eligible pupils in Grades 1-8 and staff development and classroom assistance to teachers of these pupils. The aides are working with pupils and providing non-instructional assistance to EMRTs and classroom teachers. The Philadelphia Mathematics Evaluation Test and CAT have been administered to project pupils.*

PARTICIPATING SCHOOLS

District 1:	Barry, Belmont, Bryant, Comegys, Daroff, Drew, Dunlap, Hamilton, Harrington, Holmes, Huey, Lea, Locke, Longstreth, McMichael, Mitchell, Morton, Powel, Rhoads, Washington, Wilson
District 2:	Alcorn, Arthur, Bache, Benson, Bregy, Carver, Childs, Darrah, Douglass, Gideon, Kelley, Landreth, Martin, McDaniel, Meade, Morris, Peirce, Poe. Reynolds, Sartain, Smith, Stanton, Waring, Wayne
District 3:	Hawthorne, Jackson, Jefferson, Kearny, Key, Kirkbride, Meredith, Nebinger, Southwark, Spring Garden, Vare, Washington, Wister
District 4:	Blaine, Blankenburg, Cleveland, Dick, Duckrey, Hanna, Heston, Hill, Kenderton, Lehigh, Leidy, Peirce, Pratt-Arnold, Stanton, Walton, Whittier, Wright
District 5:	Brown, Clymer, Dunbar, Elverson, Fairhill, Ferguson, Hackett, Harrison, Hartranft, Hunter, Ludlow, McKinley, Miller, Moffet, Potter-Thomas, Sheppard, Welsh, Willard-Powers
District 6:	Dobson, East Falls, Emlen, Fulton, Kelly, Lingelbach, Logan, Mifflin, Pastorius, Pennell, Steel, Wister
District 7:	Bethune, Smedley, Stearne, Taylor

COMPREHENSIVE MATHEMATICS "B": JUNIOR HIGH/MIDDLE SCHOOL MATHEMATICS SPECIALIST

ADMINISTRATOR: Alexander Tobin
HEADQUARTERS: Room 310, 21st Street and Parkway
TELEPHONE: 299-7811
PBRS CODE: 711-03-523
OPERATING YEARS: 1975-1978
GRADES SERVED: 7-9
NO. OF PUPILS: 13,500
NO. OF SCHOOLS: 23
NO. OF EMPLOYEES: Professional 25, Paraprofessional 0, Clerical 1
CURRENT BUDGET: $602,600
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

KEY FINDINGS

1975-1976 In its first year of operation, the project was fully implemented according to its planned mode of operation. The mathematics specialists provided remediation sessions to selected Title-I-eligible pupils, staff and curriculum development to the regular mathematics teachers of these pupils, and diagnosis and programs of instruction for individual pupils. Pupils who had attended at least 75% of their regular mathematics classes demonstrated a median gain of one instructional level in five months; pupils who had attended less than 75% of their regular mathematics classes did not. For this sample, attendance at regular mathematics classes had a differential effect on pupils' achievement. However, no explanation was found for the lack of a relationship between percentage of attendance at remediation sessions and gains in achievement level.

1976-1977 Comprehensive Mathematics "B" was fully implemented and successful in improving the computational skills of selected Title-I-eligible pupils in Grades 7-9. Of the 3,387 pupils invited to remediation sessions, 24% scored at or above the 16th percentile on the Mathematics Computation section of the CAT. Pupil achievement was related to attendance at regular mathematics classes and at remediation sessions. Pupils who attended their mathematics classes and remediation sessions regularly achieved a 29% reduction in number of pupils scoring below the 16th percentile. This reduction greatly exceeded the project's goal.

1977-1978 *(Preliminary Findings) The Junior High/Middle School Mathematics Specialist program has been implemented as planned. The specialists are providing remediation service to selected Title I-eligible pupils in Grades 7-9 and assistance to the mathematics teachers of these pupils. The CAT has been administered to pupils in project schools.*

PARTICIPATING SCHOOLS

District 1:	Sayre, Shaw, Sulzberger, Tilden
District 2:	Audenried, Barratt, Vare, Vaux
District 3:	Bartlett, Stoddart-Fleisher
District 4:	FitzSimons, Gillespie, Rhodes, Shoemaker, Strawberry Mansion
District 5:	Jones, Penn Treaty, Stetson, Wanamaker
District 6:	Pickett, Roosevelt
District 7:	Cooke, Pennsylvania Advancement

COMPREHENSIVE MATHEMATICS "C": SENIOR HIGH SCHOOL MATHEMATICS SPECIALISTS AND SKILL CENTERS

ADMINISTRATOR: Alexander Tobin
HEADQUARTERS: Room 310, 21st Street and Parkway
TELEPHONE: 299-7811
PBRS CODE: 911-04-523
OPERATING YEARS: 1975-1978
GRADES SERVED: 10-12
NO. OF PUPILS: 7,980
NO. OF SCHOOLS: 11
NO. OF EMPLOYEES: Professional 22, Paraprofessional 11, Clerical 0
CURRENT BUDGET: $660,300
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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KEY FINDINGS

1975-1976 The project was able to improve the computational skills of Title-I-eligible pupils in Grades 10-12. In the 10th-grade Mathematics Specialists program, 28% of the pupils who had attended at least 70% of their regular mathematics classes improved to the extent of scoring at or above the 16th percentile on the Mathematics Computation section of the California Achievement Tests (CAT). Percentage of attendance at remediation sessions also was directly related to pupil achievement. In the 11th- and 12th-grade Skill Centers program, 20% of the pupils who had attended at least 70% of their remediation sessions scored at or above the 16th percentile on the 1976 CAT.

1976-1977 Specialists Program Attendance at general mathematics classes and at remediation sessions was related to pupil achievement. Pupils who attended their remediation sessions and mathematics classes regularly, achieved a 23% reduction in number of pupils scoring below the 16th percentile on the Mathematics Computation section of the California Achievement Tests.

Skill-Centers Program Attendance at remediation sessions had a positive impact on pupil achievement. Pupils who attended their remediation sessions regularly achieved a 22% reduction in number of pupils scoring below the 16th percentile on the CAT.

1977-1978 (Preliminary Findings) Both components of the senior high school mathematics project have been implemented as planned. The specialists are providing remediation service to selected Title-I-eligible pupils enrolled in reading and general mathematics classes and assistance to the mathematics teachers of these pupils. The skill-center teachers and aides are providing remediation to selected pupils

enrolled in reading classes who have completed the general mathematics program. The CAT has been administered to pupils in Title I schools.

PARTICIPATING SCHOOLS

District 1:	Bartram, University City, West Philadelphia
District 2:	Franklin Sr. High, Penn
District 3:	Bok, South Philadelphia
District 4:	Dobbins, Gratz
District 5:	Edison, Kensington

COMPREHENSIVE MATHEMATICS "D":
ACTIVITY-CENTERED MATHEMATICS FOR RETARDED EDUCABLE CHILDREN

ADMINISTRATOR: Alexander Tobin
HEADQUARTERS: Room 310, 21st Street and Parkway
TELEPHONE: 299-7811
PBRS CODE: 711-05-523
OPERATING YEARS: 1972-1977 (Project terminated in 1977)
GRADES SERVED: Retarded Educable
NO. OF PUPILS: 720
NO. OF SCHOOLS: 22
NO. OF EMPLOYEES: Professional 1, Paraprofessional 0, Clerical 0
CURRENT BUDGET: Regular $25,700, Summer $5,100, Total $30,800
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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KEY FINDINGS

1975-1976 Comprehensive Mathematics "D" was fully implemented, and was successful in improving the basic mathematics skills of retarded educable pupils of ages 5-16. Pupils showed a median gain of 0.7 (7 months) in total GE score on the KeyMath Diagnostic Arithmetic Test in the 7 months between pretest and posttest. Participating teachers improved or maintained their positive attitudes toward the teaching of mathematics.

1976-1977 Comprehensive Mathematics "D" was fully implemented and successful in improving the basic mathematics skills of retarded educable pupils, ages 5 to 17. These pupils showed a median gain of 0.5 (5 months) in their total GE (grade-equivalent) score on the KeyMath Diagnostic Arithmetic Test in the 7 months between pretest and posttest.

Pupils in elementary retarded educable classes showed a greater rate of progress than pupils in secondary retarded educable classes. The goal of having participating teachers improve or maintain their positive attitudes toward the teaching of mathematics was attained.

The project was terminated in 1977 upon instruction from the State Department of Education that service of this type was not to be continued under Title I ESEA.

PARTICIPATING SCHOOLS

District 1:	Huey, Tilden, Wilson, Shaw, Barry, Rhoads
District 2:	Peirce, Wayne
District 3:	Jefferson, Kearny, Kirkbride, Vare
District 4:	Dick, Kenderton, Cleveland, Walton
District 5:	Carroll, Fairhill, McKinley, Willard-Powers
District 6:	Steel
District 7:	Bethune

AIDE SERVICES
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR:	("A") Constance Clayton (Kindergarten Aides)
	("B") Charles McLaughlin (Parent Aides)
HEADQUARTERS:	("A") Room 230, 21st Street and Parkway
	("B") 5th & Luzerne
TELEPHONE:	("A") 299-7934, 299-7659
	("B") 228-3105
PBRS CODE:	("A") 811-01-506
	("B") 811-06-613
OPERATING YEARS:	1966-1978
GRADES SERVED:	("A") K, ("B") K-8
NO. OF PUPILS:	("A") 1,600, ("B") 6,200
NO. OF SCHOOLS:	Public 31, Nonpublic 45
NO. OF EMPLOYEES:	Professional 0, Paraprofessional 30, Clerical 0
CURRENT BUDGET:	("A") $302,500
	("B") $887,800
EVALUATION TEAM:	Robert N. Sebastian, Ethel K. Goldberg, David Patton

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KEY FINDINGS

1975-1976 All three components of the Aide Services project-- K-3 Aides, Library Instructional Materials Assistants (LIMAs), and Parent Aides-- were fully implemented in accordance with their planned modes of operation. Eight of the nine objectives for the composite project were attained. Partially attained was the one objective in which not all the LIMAs set up the expected four book displays during the school year. All aides received in-service training from project supervisors or coordinators.

1976-1977 Aides provided great support for and enhancement of the learning process by facilitating individual and small group instruction in basic skills. Aides spent an average of 91% of their time providing instructional, physical, or socio-emotional services directly to individuals or small groups of children.

Beyond their direct assistance to pupils, aides provided clerical and other supportive services to teachers and enabled them to give attention to smaller numbers of pupils, to avoid assigning the same learning activity to the entire class, and to encourage pupils to work individually or in small groups.

Teachers and administrators found aides to be of great assistance to them and their classes because of the aides' professionalism, experience, and responsible work demeanor.

1977-1978 *(Preliminary Findings) The components of the project, Kindergarten Aides and Parent Aides, are operational and implemented in accordance with their planned mode of operation. Observations indicate that the aides were fully utilized as valuable educational resources. Attainment of the project's objective appears to be a reasonable expectation.*

PARTICIPATING SCHOOLS

District 1: Daroff, Dunlap, Harrington, Huey, Lea, Longstreth, Mitchell, Morton, Lea, Bryant, Harrity
District 2: Alcorn, Bache, Bregy, Darrah, Gideon, Poe, Wayne
District 3: Key, Washington
District 4: Kenderton, Lehigh, Leidy, Walton, Hill
District 5: Miller, Clymer, Brown
District 6: Emlen, Pennell, Mifflin

Nonpublic: Archbishop Ryan, Cathedral, Corpus Christi, Gesu, Immaculate Conception B, Mercy Vocational, Most Blessed Sacrament, Most Precious Blood, Our Lady of Confidence, Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of Rosary, Our Lady of Victory, Our Mother of Sorrows, Sacred Heart, St. Agatha, St. Anne, St. Anthony, St. Benedict, St. Bonaventure, St. Boniface, St. Bridget, St. Carthage, St. Charles, St. Columba, St. Edward, St. Elizabeth, St. Francis de Sales, St. Francis Xavier, St. Gabriel, St. Gregory, St. Ignatius, St. Katherine (Day), St. Madeleine Sophie, St. Malachy, St. Michael, St. Paul, St. Peter Apostle, St. Peter Claver, St. Philip Neri, St. Rita, St. Rose of Lima, St. Stephen, St. Veronica, St. Vincent de Paul, Transfiguration, Visitation

DISTRICT 1 READING
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Parthenia Twisdale
HEADQUARTERS: Locke School
TELEPHONE: EV 6-8540
PBRS CODE: 811-02(03,04,05)-571
OPERATING YEARS: 1970-1978
GRADES SERVED: PK-6
NO. OF PUPILS: 23,477
NO. OF SCHOOLS: 24
NO. OF EMPLOYEES: Professional 5, Paraprofessional 158 (part time), Clerical 0
CURRENT BUDGET: $593,899
EVALUATION TEAM: Thomas Clark, Judith Zernik

KEY FINDINGS

1975-1976 In general, there was continuity of services and materials from previous years and a strengthening and consolidation of effort by the District Reading Team and the reading teachers.

No great increases in students' test scores were observed, although improvements were seen, especially in the elementary grades, at the lower end of the distribution. In other grades, previous gains were maintained across the distribution.

1976-1977 The Reading Program in District One continued to utilize the services and materials implemented in previous years. The District Reading team and the reading teachers attempted to address the specific needs of all pupils by increased staff development for professional and paraprofessional reading personnel.

Although the objectives were not met, some improvement was evidenced in grades one, seven, ten, and twelve. Grades three, five and eleven maintained their 1976 progress. The remaining grades failed to maintain their achievement of former years.

1977-1978 *(Preliminary Findings) The reduction of the District 1 Reading Team from 13 members to three resulted in a larger portion of the reading team's time being devoted to administrative and management activities. Staff development has assumed a major role this year with the implementation of a needs assessment model, highlighting those target schools in greatest need of intensive help. Another*

emphasis this year is the sharing of available materials within the District. School population fluctations and program changes have resulted in the availability of materials throughout the District. This information is now available and being utilized in the schools. Title I reading aides continued to reduce the adult/pupil ratio in the instructional process in Title I schools with eligible students.

PARTICIPATING SCHOOLS

District 1: Barry, Belmont, Bryant, Catto, Comegys, Daroff, Drew, Dunlap, Hamilton, Harrington, Harrity, Holmes, Huey, Lea Elementary, Locke, Longstreth, McMichael, Mitchell, Morton, Powel, Rhoads, Tilden, M. Washington, Wilson

DISTRICT 2 READING
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Rhonda Handelman
HEADQUARTERS: Drexel School
TELEPHONE: 299-7205
PBRS CODE: 811-02(03,04,05)-572
OPERATING YEARS: 1970-1978
GRADES SERVED: K-6
NO. OF PUPILS: 18,386
NO. OF SCHOOLS: 25
NO. OF EMPLOYEES: Professional 4, Paraprofessional 107, Clerical 0
CURRENT BUDGET: $532,803
EVALUATION TEAM: James E. Scheib, James P. Comerford

KEY FINDINGS

1975-1976 The project was fully implemented, and all of its objectives were partially or fully attained. The Sight and Sound Phonics Inventory results in 1976 indicated the success of the district's stress on teaching phonics to all pupils in Grade 3 and to low-scoring pupils in Grades 7-12. Standardized test results indicated that Grades 1 and 2 were at or near national norms. Secondary pupils (specifically Grades 7, 9, and 12) have shown particular improvement over previous years' scores.

1976-1977 In general, pupils showed greater improvement in Comprehension scores than in Vocabulary scores. This is a reversal of the pattern of change scores over the past few years.

Over the seven years of the project, more positive gains have been evidenced with the lower scoring pupils. This is true particularly in secondary grades. In 1977, for example, three of the six secondary grades showed improvement in the percent scoring above the national 16th percentile, while no grades showed improvement in the percent scoring above the national 50th percentile.

1977-1978 *(Preliminary Findings) The District Two Reading Project was implemented in accordance with the district's reading plan. Title I resources were alloted to personnel, supplementary materials, and staff-development serving Title I students in 32 Title I eligible schools. Project supportive staff at the district level were serving all District Two Title I eligible schools. Paraprofessional personnel were provided at the elementary level.*

Because of reduction in District supportive staff, staff development and monitoring activities have been reduced.

District tests were administered in the fall to pupils in grades K-12.

Because of a labor dispute, Title I materials ordered for the 1977-1978 school year were not received until November 1977.

PARTICIPATING SCHOOLS

District 2: Alcorn, Arthur, Bache, Benson, Bregy, Carver, Childs, Darrah, Douglass, Gideon, Kane, Kelley, Landreth, Martin, McDaniel, Meade, Morris, Peirce, Poe, Reynolds, Sartain, Smith, Stanton, Waring, Wayne

DISTRICT 3 READING
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Doris Peltzman
HEADQUARTERS: District 3 Education Services Center
TELEPHONE: 299-7309
PBRS CODE: 811-01(02,03,04,05)-573
OPERATING YEARS: 1970-1978
GRADES SERVED: K-6
NO. OF PUPILS: 9,758
NO. OF SCHOOLS: 14
NO. OF EMPLOYEES: Professional 1, Paraprofessional 46 (part-time), Clerical 0
CURRENT BUDGET: $228,947
EVALUATION TEAM: James E. Scheib, James P. Comerford

KEY FINDINGS

1975-1976 Despite major changes in the secondary Title I component, Grades 10-12 failed to show improvement over the previous year. The elementary and junior high results continued to improve generally. Five of nine grades showed an all-time high proportion of students at or above the national 16th percentile on the CAT Vocabulary subtest since the 1970-1971 school year.

1976-1977 Improvement in general reading scores was found in both elementary and secondary levels. Deficiencies in some specific skills were documented for remediation.

1977-1978 *District three Title I resources were allocated to personnel, supplementary materials, and staff development serving Title I students in Title I eligible schools. Project supportive staff at the district level served all District three Title I eligible schools. Paraprofessional personnel were provided at the elementary level.*

Because of reduction of district supportive staff, staff development activities have been reduced.

Because of labor disputes, Title I materials ordered for the 1977-1978 school year were not received until November 1977.

PARTICIPATING SCHOOLS

District 3: School for All Ages, Boone, Hawthorne, Jackson, Jefferson, Kearny, Key, Kirkbride, Meredith, Nebinger, Southwark, Spring Garden, Vare, Washington, Wister

DISTRICT 4 READING
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Elizabeth Berry
HEADQUARTERS: District 4 Reading Office
TELEPHONE: CE 5-1706, -7, -8
PBRS CODE: 811-02(03,04,05)-574
OPERATING YEARS: 1970-1978
GRADES SERVED: K-6
NO. OF PUPILS: 19,134
NO. OF SCHOOLS: 20
NO. OF EMPLOYEES: Professional 6, Paraprofessional 85 Part-time), Clerical 0
CURRENT BUDGET: $511,019
EVALUATION TEAM: Thomas Clark, Judith Zernik

KEY FINDINGS

1975-1976 The project was fully implemented in 1975-1976. An increased number of students were tested in 1976, particularly at the secondary school level. There was an increase in the number of regularly appointed reading teachers, all of whom received intensive preliminary and ongoing staff development. Students identified as having significant educational deficiences in reading in Grades 3, 4, 5, 7, 11, and 12 improved in reading as measured by the CAT.

1976-1977 Objectives for grades four and five were attained. Some progress was noted in grades 7-12, where the percent of students scoring at or below the 15th percentile decreased; there was a corresponding increase in the percent of students scoring between the 16th and 49th percentile. While this improvement was not enough to meet the stated objectives, it gave evidence of growth in secondary schools. Year three students failed to match 1976 achievement.

1977-1978 (Preliminary Findings) Budget reductions significantly affected implementation of the District 4 Title I Reading Program. Most affected was the District 4 Reading Team, which was reduced from six members to two for September 1977. A Title I Reading Resource Teacher was added to the team in February 1978. Reduction to this level resulted in less frequent visits to schools and classrooms. Moreover, the team became responsible for additional administrative and clerical tasks. However, the reading team continues to facilitate individual school staff development through in-school consultations and presentations and through monthly Reading Teacher Meetings. Title I Reading Aides and supplemental reading materials continue to be used in all Title I eligible schools with eligible students.

PARTICIPATING SCHOOLS

District 4: Blaine, Blankenburg, Cassidy, Cleveland, Dick, Duckrey, Hanna, Heston, Hill, Kenderton, Lehigh, Leidy, Miller, Peirce, Pratt-Arnold, Rhodes, Stanton, Walton, Whittier, Wright

DISTRICT 5 READING
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Robert Shatzer
HEADQUARTERS: District 5 Education Services Center
TELEPHONE: BA 6-5131, -2
PBRS CODE: 811-02(03,04,05)-575
OPERATING YEARS: 1970-1978
GRADES SERVED: K-6
NO. OF PUPILS: 17,378
NO. OF SCHOOLS: 23
NO. OF EMPLOYEES: Professional 0, Paraprofessional 133, Clerical 0
CURRENT BUDGET: $492,595
EVALUATION TEAM: Alan Solomon, Jay Rosemoff

KEY FINDINGS

1975-1976 Over the district, a slight loss in CAT scores occurred between 1975 and 1976. Further analysis revealed that each of the first four grades improved. Moreover, this improvement has been consistent since the inception of the District 5 Reading Project in 1970.

On the other hand, secondary student performance has declined. This phenomenon has offset the rise in the lower elementary grades and negatively affected the overall district ratings. More intensive secondary school monitoring by program personnel has been planned for next year.

1976-1977 Considering the 1976 and 1977 CAT results, no significant changes took place. Grades 1 through 3 had shown tremendous progress from 1970 to 1976. This year, however, the trend did not continue at the same rate.

Title I monies were used to fund reading aide positions and purchase materials and supplies. The District's Language Skills Teachers felt that the aides made a strong contribution to student progress.

1977-1978 *(Preliminary Findings) A Reading Supervisor and Title I Coordinator were responsible for administering the Reading Plan in District 5. Classroom observations revealed that the Reading Plan has been implemented: materials and supplies were delivered as ordered. Reading personnel have provided staff development and supportive service.*

PARTICIPATING SCHOOLS

District 5: Adaire-Chandler, Brown, Carroll, Clymer, Douglas, Dunbar, Elverson, Fairhill, Ferguson, Hackett, Harrison, Hartranft, Hunter, Ludlow, McKinley, Miller, Moffet, Muhr, Potter-Thomas, Sheppard, Thomas, Welsh, Willard-Powers

DISTRICT 6 READING
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Betty Ross
HEADQUARTERS: District 6 Education Services Center
TELEPHONE: IV 2-8293
PBRS CODE: 811-02(03,05)-576
OPERATING YEARS: 1970-1978
GRADES SERVED: 1-8
NO. OF PUPILS: 8,504
NO. OF SCHOOLS: 15
NO. OF EMPLOYEES: Professional 17 (part-time), Paraprofessional 43 (part-time), Clerical 1
CURRENT BUDGET: $345,202
EVALUATION TEAM: Joseph Gavin, Patricia Young

KEY FINDINGS

1975-1976 Title I schools made greater progress than non-Title-I schools in reducing the percentage of students below the 16th percentile. Most of this progress occurred in Grade 8. The one middle school which implemented a new program using professional reading teachers to provide small-group instruction in specific skills made gains in both Grades 7 and 8.

1976-1977 The Title I reading program provided reading instruction over and above the basic reading progrm to low achieving students in Title I eligible schools.

Improved performance on the CAT occurred in kindergarten and in six of the eight grades served by the Title I reading program.

The additional supportive service increased the emphasis on reading in Title I schools and enabled these schools to close the achievement gap between Title I and non-Title I schools.

1977-1978 *(Preliminary Findings) Title I program is fully implemented in all schools.*

An IRI has been administered to pupils participating in the Title I reading program district-wide.

Pupil competencies are used as the basis of Title I supplementary curriculum.

PARTICIPATING SCHOOLS

District 6: Dobson, East Falls, Emlen, Fulton, Kelly, Kinsey, Lingelbach, Logan, Mifflin, Pastorius, Pennell, Pickett, Roosevelt, Steel, Wister

DISTRICT 7 READING
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Verneta Harvey
HEADQUARTERS: Horn Curriculum Center
TELEPHONE: JE 5-3531, -2
PBRS CODE: 811-02 (03,04)-577
OPERATING YEARS: 1970-1978
GRADES SERVED: K-9
NO. OF PUPILS: 6,094
NO. OF SCHOOLS: 11
NO. OF EMPLOYEES: Professional 1, Paraprofessional 57 (part-time), Clerical 1
CURRENT BUDGET: $273,354
EVALUATION TEAM: Alan Solomon, Jay Rosemoff

KEY FINDINGS

1975-1976 Title I monies were used to fund paraprofessional positions and purchase instructional aids and materials. By virtue of this support, Title I schools were able to maintain their past achievement relationship with those schools not receiving such aid. No meaningful changes in national percentile rankings occurred. The Title I eligible schools maintained their relative rankings within the district.

1976-1977 According to standardized test results, the District decreased the overall number of students scoring below the 50th percentile by 3% to 72%. In 1976, 75% scored below this point.

By third grade, over 90% of the students tested demonstrated mastery of initial consonants and final consonants. For rhyming words, 83% showed mastery. These three tests are included in Form A.

By sixth grade over 90% of the students tested demonstrated mastery in 3 of 6 Form B tests; blends, digraphs and three-letter combinations. The final sounds subtest was mastered by 86% of the students. The long and short vowels subtest was mastered by 74% and other vowels by 63%.

Over 90% of all pupils tested in Grades K-2 demonstrated mastery on the Alphabet Mastery Test.

1977-1978 (Preliminary Findings) A Reading Supervisor, Title I Coordinator and Title I Consultant were responsible for administering the Reading Plan in District 7. Classroom observations revealed that the plan was being implemented as scheduled. Reading aides, supported by Title I funds, were observed leading small groups, providing

tutorial services and grading students' written work. The Title I Coordinator and Consultant visited schools on a scheduled basis. They conferred with school personnel and provided staff development.

PARTICIPATING SCHOOLS

District 7: School for All Ages, Bethune, Birney, Cramp, Howe, McClure, Pennsylvania Advancement, Smedley, Stearne, Taylor

READING SKILLS CENTERS
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Ida Kravitz
HEADQUARTERS: Room 320, 21st Street and Parkway
TELEPHONE: 299-7787
PBRS CODE: 811-02-666
OPERATING YEARS: 1966-1977 (Formerly Improvement of Reading "A")
GRADES SERVED: 3-7
NO. OF PUPILS: 1,422
NO. OF SCHOOLS: 14
NO. OF EMPLOYEES: Professional 14, Paraprofessional 23, Clerical 1
CURRENT BUDGET: $519,000
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters*

KEY FINDINGS

1975-1976 The Improvement of Reading Skills "A" and "B" project has continued to be implemented according to its planned mode of operation; however, Part "B" was reduced from eight pairs of schools to three pairs, primarily because of budgetary considerations. Although very deficient in reading skills, the children participating in the project were able to make excellent progress. Sixty-one percent of the pupils gained two book levels, equivalent to one year of reading progress, and 31% gained mastery of the phonics skills that were tested.

1976-1977 Of those pupils attending three times a week or more, 77% gained at least one book level. Forty-six percent of the pupils instead of the expected progress). The gain of 8.10 items (19.43%) nearly achieved the 20% phonics criterion. Twenty-seven percent of the pupils mastered at least 90% of the phonics items tested.

1977-1978 (Preliminary findings) The reading centers are being implemented according to the guidelines. Computer terminals have been placed into each center as an additional aid to the teaching of comprehension. It is anticipated that the project objectives will be attained.

PARTICIPATING SCHOOLS

District 1: Belmont, Mitchell, Washington
District 2: Martin, Smith
District 3: Key
District 4: Kenderton, Peirce
District 5: Clymer, Moffet
District 6: Emlen, Wister
District 7: Bethune, Smedley

IMPROVEMENT OF READING SKILLS "C"
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 228-3105
PBRS CODE: 811-06-718
OPERATING YEARS: 1968-1978
GRADES SERVED: 2-6
NO. OF PUPILS: Nonpublic 1,422
NO. OF SCHOOLS: Nonpublic 39
NO. OF EMPLOYEES: Professional 1, Paraprofessional 42, Clerical 0
CURRENT BUDGET: $371,700
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters*

KEY FINDINGS

1975-1976 Both project objectives were attained. In reading achievement, 94% of the pupils (more than the expected 90%) gained at least one book level, and 80% (more than the expected 60%) gained at least two book levels in a year's time. The criterion for phonics mastery (a 20-point gain in the percentage of pupils attaining mastery) also was exceeded; there was a gain of 42 percentage points.

1976-1977 Project pupils exceeded the objective for phonics mastery (a 20-point gain in the percentage of pupils attaining mastery) by achieving 37 percentage points. However, in reading achievement, 85% of the pupils, instead of the expected 90%, gained at least one book level; 74% (more than the expected 60%) gained at least two book levels in a year's time.

1977-1978 *(Preliminary findings) The project continues to be implemented according to the proposed guidelines, and is well coordinated. There is continued stress on developing basic reading skills and is very likely to meet proposed objectives.*

PARTICIPATING SCHOOLS

Nonpublic: Cathedral, St. Agatha, St. Anne, St. Anthony, St. Benedict, St. Bonaventure, St. Boniface, St. Bridget, St. Carthage, Corpus Christi, St. Edward, St. Elizabeth, St. Francis de Sales, St. Francis Xavier, St. Gabriel, Gesu, St. Gregory, St. Ignatius, Immaculate Conception B, St. Madeleine Sophie, St. Malachy, St. Michael, Most Blessed Sacrament, Most Precious Blood, Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of the Rosary, Our Lady of Victory, Our Mother

of Sorrows, St. Paul, St. Peter Claver, St. Peter the Apostle, St. Philip Neri, St. Rita, St. Rose of Lima, Sacred Heart, Transfiguration, St. Veronica, St. Vincent de Paul, Visitation

INDIVIDUALIZED EDUCATION CENTER
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 238-3105
PBRS CODE: 811-06-733
OPERATING YEARS: 1968-1978
GRADES SERVED: 1-8
NO. OF PUPILS: Nonpublic 125
NO. OF SCHOOLS: Nonpublic 1
NO. OF EMPLOYEES: Professional 1, Paraprofessional 6, Clerical 0
CURRENT BUDGET: $102,600
EVALUATION TEAM: William E. Loue III, Judith Green, Lisbeth Sklar

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KEY FINDINGS

1975-1976 The IEC was fully implemented and continued to provide a compensatory program of individualized instruction designed to remediate pupils' academic weaknesses. Pupils in most grades evidenced growth in basic academic skills by at least maintaining their national percentile ranks on appropriate sections of the California Achievement Tests (Reading Vocabulary, Reading Comprehension, Mathematics Computation, and Mathematics Concepts & Problems). Moreover, the project may serve as a model for the voluntary integration of children bussed from different neighborhoods within the city.

1976-1977 The IEC was fully implemented and continued to provide a compensatory program of individualized instruction designed to remediate the academic deficiencies of pupils from seven different neighborhoods within the Archdiocese of Philadelphia. Pupils in most grades evidenced growth in basic academic skills by at least maintaining their national percentile ranks on appropriate sections of the California Achievement Tests (Reading Vocabulary, Reading Comprehension, Mathematics Computation, and Mathematics Concepts & Problems). Moreover, the project may serve as a model for the voluntary integration of children bussed from different neighborhoods within the city.

1977-1978 *(Preliminary findings) The Individualized Education Center (IEC) project, fully implemented according to its intended mode of operation, provides a compensatory program for children bussed from 7 different parishes. The results of 23 formal classroom monitoring visits indicated that the project's objective of individualizing instruction in the basic academic skill areas (math, reading, language arts)*

probably will be attained. Moreover, the project's annual successes in improving the academic skill of the children should be repeated.

PARTICIPATING SCHOOLS

Nonpublic: St. Mary Interparochial

DISTRICT READING PROJECTS - SECONDARY
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Philip Pitis
HEADQUARTERS: Room 505 B, 21st Street and Parkway
TELEPHONE: 299-7718
PBRS CODE: 811-18-579
OPERATING YEARS: 1975-1978 (Formerly Intensive Reading For Secondary Students)
GRADES SERVED: 7-12
NO. OF PUPILS: 29,045
NO. OF SCHOOLS: 35
NO. OF EMPLOYEES: Professional 202, Paraprofessional 11, Clerical 0
CURRENT BUDGET: $3,734,905
EVALUATION TEAM: Patricia Young

KEY FINDINGS

1975-1976 The project had its greatest impact on students in Grades 7, 8, 9, and 12 who obtained Total Reading scores below the 16th percentile on the CAT in 1975. Approximately 70% of these students improved or maintained their percentile ranks on the Vocabulary and Comprehension sections of the CAT. Approximately 60% of the students who had scored at the 16th through 32nd percentiles in 1975 improved or maintained their percentile ranks on the same test sections.

Student performance in Grades 10 and 11 was, in general, very poor. Approximately 40% of those who had scored below the 16th percentile lost percentile rank between 1975 and 1976 testings; one half to 70% of the students who had scored at the 16th through 32nd percentiles also regressed.

1976-1977 In five out of the six grades observed, students served by the project maintained their percentile rank from one year to the next, thus demonstrating greater gains than their non-Title I counterparts. Though the performance objective of an increase of three percentile rank of the mean score points was not attained, the results of the project document a reversal of the citywide trend that the percentile rank of the mean for students decreases as their gread increases.

No grade was able to increase three percentile points from 1976-1977. For all grades combined, 7,558 students (38%) gained the three or more percentile points necessary to attain the performance objective. The greatest success was noted in the grades seven (46%), eight (49%), nine (41%) and twelve (43%). Grades ten (25%) and eleven (22%) showed the least success. The three implementation objectives were attained.

Classroom visits revealed students using specific skills materials. Students kept their work in folders. Instruction was individualized, and used a variety of books, worksheets and kits.

1977-1978 *(Preliminary Findings.) Title I secondary students are receiving small group supplemental reading instruction.*

The reading approach used in the small groups is specific skills.

Instruction for participating students is individualized and based on the results of diagnostic testing.

PARTICIPATING SCHOOLS

District 1:	Bartram, Sayre, Shaw, Sulzberger, Tilden, University City, West Philadelphia
District 2:	Audenried, Barratt, Franklin Learning Center, Franklin Sr. High, Penn, Vare, Vaux
District 3:	Bartlett, Bok, South Philadelphia, Stoddart-Fleisher
District 4:	Dobbins, FitzSimons, Gillespie, Gratz, Rhodes, Shoemaker, Strawberry Mansion
District 5:	Edison, Jones, Kensington, Penn Treaty, Stetson, Wanamaker
District 6:	Pickett, Roosevelt
District 7:	Cooke, Pennsylvania Advancement School

OPERATION INDIVIDUAL
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Fifth and Luzerne Streets
TELEPHONE:	238-3105
PBRS CODE:	811-06-502
OPERATING YEARS:	1972-1978
GRADES SERVED:	9-10
NO. OF PUPILS:	Nonpublic 750
NO. OF SCHOOLS:	Nonpublic 5
NO. OF EMPLOYEES:	Professional 5, Paraprofessional 25, Clerical 0
CURRENT BUDGET:	$197,600
EVALUATION TEAM:	William E. Loue III, Judith Green, Lisbeth R. Sklar

KEY FINDINGS

1975-1976 Gains in Total Reading and Reference Skills scores on the Comprehensive Tests of Basic Skills indicated that the intensive service component did not attain its objectives of improving the students' reading skills and abilities to use reference materials. However, the test results indicated that the supportive service component did attain its objectives of improving students' reading skills and abilities to use reference materials.

1976-1977 Quarterly ratings by teachers indicated that students receiving supportive service were making the desired progress in developing their reading skills, and that recipients of intensive service were acquiring the skills necessary for success in reading, mathematics, English, and social studies classes. Both groups of students were rated as showing the expected degree of responsibility for their own academic success. Thus both objectives involving teachers' ratings of student progress were fully attained.

1977-1978 *(Preliminary Findings) By early January all school programs were operational. Intensive reading was offered to 9th graders at all sites; supplementary reading service was offered to 10th graders at five sites. Since the pretesting of students has taken place and the program is proceeding as scheduled, it is anticipated that the posttesting will show at least a month-for-month gain in reading-comprehension for all participants.*

PARTICIPATING SCHOOLS

Nonpublic: Hallahan, West Catholic Boys, West Catholic Girls, Roman Catholic, Mercy Vocational

PRIMARY READING SKILLS CENTERS
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Fifth and Luzerne Streets
TELEPHONE:	228-3105
PBRS CODE:	811-06-719
OPERATING YEARS:	1969-1978
GRADES SERVED:	K-4
NO. OF PUPILS:	Nonpublic 200
NO. OF SCHOOLS:	Nonpublic 2
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 2, Clerical 0
CURRENT BUDGET:	$61,000
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters

KEY FINDINGS

1975-1976 The Primary Reading Skills Centers project was fully implemented at both sites. Overall, participating pupils showed gains in reading ability. The instructional reading levels of 56% of the project pupils increased at least two book levels in a year; the expected 90% increased at least one book level during the same period. The criterion for phonics mastery (a 20-point gain in the percentage of pupils achieving mastery) was exceeded by 26 percentage points.

1976-1977 Eighty-one percent (less than the expected 95%) of first-grade pupils tested at the St. Stephen Center achieved the 96% mastery criterion on the Alphabet Recognition Test. The Botel Phonics mastery criterion (a 20-point gain in the percentage of pupils achieving an 80% mastery level) was exceeded by eight percentage points (or a total gain of 28 percentage points).

Based on the Informal Reading Inventory scores, the instructional reading levels of 71% of participating second- through fourth-grade pupils increased at least one book level during the year; 15% increased at least two book levels during the same time. Although the goals (90% of the pupils to gain one level and 60% to gain two levels) were not reached, the gains were substantial enough to be considered educationally significant for this disadvantaged population.

1977-1978 (Preliminary Findings) The sites conducting this program are fully operational. The children are taught alphabet recognition, word attack, and comprehension skills. The project is expected to meet its objectives of helping children improve their reading skills.

PARTICIPATING SCHOOLS

Nonpublic: St. Columba, St. Stephen

READING IMPROVEMENT THROUGH TEACHER EDUCATION

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 228-3105
PBRS CODE: 811-06-537
OPERATING YEARS: 1972-1978
GRADES SERVED: K-12
NO. OF PUPILS: In-service staff-development project for 268 teachers (12,766 pupils)
NO. OF SCHOOLS: 43
NO. OF EMPLOYEES: Professional 11, Paraprofessional 0, Clerical 1
CURRENT BUDGET: $241,000
EVALUATION TEAM: Robert N. Sebastian, Ethel K. Goldberg, David Patton

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KEY FINDINGS

1975-1976 Project records revealed that the RITE staff was successful in delivering services pertaining to specific reading-instruction skills to individual classroom teachers. Results of two administrations of the RITE Case Study Instrument indicated that both primary and intermediate grade teachers increased their skills in using test results for instruction. Intermediate teachers also increased their skills in planning a DRA.

1976-1977 The RITE project's intended mode of operation was fully implemented In its elementary school component, RITE reading specialists provided in-service training through workshops and individual consultation to hundreds of primary and intermediate grade teachers. They also assisted principals and reading coordinators organize their school reading programs. RITE kindergarten specialists trained teachers to enhance pupils reading readiness through workshops, meetings, and individual service contacts focusing on readiness-skill instruction.

Review of Contact Frequency Reports revealed the RITE staff successfully completed almost 5,000 individual service contacts to elementary and kindergarten teachers pertaining to specific reading-instruction skills.

1977-1978 (Preliminary Findings) The Observational Checklists have been modified to accommodate observations at both the elementary and secondary levels. Contact frequency reports are being maintained by the project staff and posttesting has been scheduled for late Spring. It would appear that the project continues to operate as designed and should attain its objectives.

PARTICIPATING SCHOOLS

Nonpublic: Cathedral, St. Agatha, St. Anne, St. Benedict, St. Bonaventure, St. Boniface, St. Bridget, St. Carthage, St. Charles, St. Columba, Corpus Christi, St. Edward, St. Elizabeth, St. Francis Xavier, St. Gabriel, Gesu, St. Ignatius, Immaculate Conception B, St. Madeline Sophie, St. Malachy, St. Michael, Most Precious Blood, Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of the Rosary, Our Lady of Victory, Our Mother of Sorrows, St. Paul, St. Peter Claver, St. Peter the Apostle, St. Rita, St. Rose of Lima, Sacred Heart, St. Stephen, St. Vincent de Paul, Visitation, Cariño Center, Transfiguration, John W. Hallahan, Roman Catholic, West Catholic Boys, West Catholic Girls, Mercy Vocational

SUMMER READING READINESS
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 5th and Luzerne
TELEPHONE: 238-3105
PBRS CODE: 811-06-651
OPERATING YEARS: 1972-1978 (Summer 1978 not yet reportable)
GRADES SERVED: K-1
NO. OF PUPILS: Public 800, Nonpublic 1,700
NO. OF SCHOOLS: Nonpublic 35
NO. OF EMPLOYEES: Professional 156, Paraprofessional 0, Clerical 0
CURRENT BUDGET: 125,200
EVALUATION TEAM: William E. Loue III, Judith Green, Lisbeth Sklar

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KEY FINDINGS

1976 Of the 1,129 pre-first-year pupils who attended the project, 945 completed the Stanford Early School Achievement Test (SESAT) during the final three days of the project's duration. Eight hundred eleven of them attended at least 75% (21) of the project's half-day sessions. Of these 811 pupils, 508 (62.6%) attained the mastery score of 18 items correct out of a possible 28 items on aural comprehension.

1977 Of the preschoolers who attended at least three fourths of the project sessions and took the SESAT Aural Comprehension subtest, 68% earned the specified score of at least 18 correct items. Of the first graders who attended at least three fourths of the project sessions and were rated on the Diagnostic Profile and/or the Sight Word List, 57% made the specified gains in mastery of single vowels and consonants in various contexts, and 73% made the specified progress in word recognition. Thus, with each of its objectives calling for 60% of the pupils to meet its respective criterion, the project attained its objective for the pre-first-grade children and one of its two objectives for the low-achieving first graders.

PARTICIPATING SCHOOLS

Nonpublic: Cathedral, St. Agatha, St. Anne, St. Anthony, St. Benedict, St. Bonaventure, St. Boniface, St. Bridget, St. Carthage, St. Charles, St. Columba, Corpus Christi, St. Edward, St. Elizabeth, St. Frances de Sales, St. Francis Xavier, St. Gabriel, Gesu, St. Gregory, St. Hedwig, Immaculate Conception B, St. Madeleine Sophie, St. Malachy, St. Michael, Most Blessed Sacrament, Most Precious Blood, Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of the Rosary, Our Lady of Victory, Our Mother of Sorrows,

St. Peter Claver, St. Peter the Apostle, St. Philip Neri, St. Rita, St. Rose of Lima, Sacred Heart, St. Stephen, Transfiguration, St. Veronica, Visitation

COMPUTER-MANAGED INSTRUCTION

ADMINISTRATOR:	Sylvia Charp
HEADQUARTERS:	5th floor, Fifth and Luzerne Streets
TELEPHONE:	BA 9-9492
PBRS CODE:	811-24-846
OPERATING YEARS:	1966-1977 (Reorganized in 1974)
GRADES SERVED:	1-12
NO. OF PUPILS:	1,350
NO. OF SCHOOLS:	19
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 1, Clerical 1
CURRENT BUDGET:	$150,000
EVALUATION TEAM:	Robert N. Sebastian, Ethel K. Goldberg, David Patton

KEY FINDINGS

1975-1976 All four of the project's components were in full operation by midyear. Although the project did not meet all of its objectives, it provided successful reading experiences to Title I children who in the past have had little success in learning to read. The high rate of achievement shown on IRS's phonics inventories, and the CAT Reading subtest provided further evidence of success. Adjustment of mastery criteria in future objectives was suggested to reflect better the reading levels of participating Title-I-eligible children.

1976-1977 Participating elementary and secondary pupils showed achievement gains, although not always at the rate or levels of mastery specified.

Primary-grade children both surpassed expected rates of mastery on the Read-on Criterion Tests and made the expected gain on a group informal reading inventory. They did not meet the expected rates of mastery on the Sight and Sound Phonics Inventory at all grade levels. Likewise, secondary-grade children attained mastery on the Reading Competency Tests at the expected rate, but not on all specified parts of the sight and Sound Phonics Inventory. Primary-grade children evidently participated too infrequently (once per week) and required more classroom help (an aide) to master the 15 skills expected.

1977-1978 (Preliminary findings) Math Drill and Practice program is operational in Shaw Junior High School; in addition, the 25 terminals in 13 reading centers have been operational. Because of budget reductions and difficulty in finding sites, the SABRE program was not operational by mid year. It is anticipated that SABRE will be functional by late winter.

PARTICIPATING SCHOOLS

District 1:	Belmont, Mitchell, Shaw, Washington
District 2:	Kelley, Martin, Smith
District 3:	Key
District 4:	Rhodes, Kenderton, Peirce
District 5:	Clymer, Moffer
District 6:	Emlen, Wister
District 7:	Bethune, Smedley, Stearne

COUNSELING SERVICES

ADMINISTRATOR:	Albert Bell
HEADQUARTERS:	9th floor, 219 N. Broad Street
TELEPHONE:	299-7431
PBRS CODE:	711-06-614
OPERATING YEARS:	1968-1977 (Project terminated in 1977)
GRADES SERVED:	K-8
NO. OF PUPILS:	Nonpublic 2,000
NO. OF SCHOOLS:	Nonpublic 10
NO. OF EMPLOYEES:	Professional 16, Paraprofessional 0, Clerical 1
CURRENT BUDGET:	Regular $340,900, Summer None, Total $340,900
EVALUATION TEAM:	Marion Kaplan, Vivian Price

KEY FINDINGS

1975-1976 The Counseling Services project was fully implemented in 14 nonpublic elementary schools, and attained all of its stated objectives. In 1975-1976, the project provided psychodiagnostic and/or remedial services to more than 600 referred pupils and preventive services to more than 3,000. Special learning-therapy programs were provided for 54 pupils, of whom 81% made at least the expected gains in reading achievement. CSP staff members were successful in sharing mental health and child development principles and practices with teachers and parents.

1976-1977 The reductions and changes in staff, which occurred at unexpected times created an uneven distribution of services across participating schools. The focus of staff activities, by necessity, was on short-term intervention and phasing-out of services.

Within the context of final year activities, the project was able to attain its objectives regarding the provision of psychodiagnostic services, remedial counseling help, and preventive services.

PARTICIPATING SCHOOLS

Nonpublic: Our Lady of the Rosary, Our Mother of Sorrows, Sacred Heart, St. Carthage, St. Francis de Sales, St. Ignatius of Loyola, St. Mary, St. Rita, Transfiguration, Visitation BVM

EDUCATION IN WORLD AFFAIRS

ADMINISTRATOR:	Margaret Lonzetta
HEADQUARTERS:	World Affairs Council, Wanamaker's, 13th and Market Streets
TELEPHONE:	LO 3-5363
PBRS CODE:	811-03-556
OPERATING YEARS:	1966-1978
GRADES SERVED:	6-12
NO. OF PUPILS:	Public 2,100, Nonpublic 525
NO. OF SCHOOLS:	Public 58, Nonpublic 11
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	$117,500
EVALUATION TEAM:	William E. Loue III, Judith Green, Lisbeth R. Sklar*

KEY FINDINGS

1975-1976 Gains in knowledge for elementary and junior high students could not be determined, because selection of participants, conducted in compliance with the August 1975 court order, resulted in a discrepancy between the reading level of the students and that of the project materials.

This project enabled students to gain experiences and visit places they might never have seen. All classes were given the opportunity to visit the United Nations; selected high school students also went to Washington, D.C. Guest speakers of various nationalities and professional backgrounds visited the project's classrooms.

1976-1977 This project was fully implemented and provided participating students factual knowledge about important global problems and introduced the concept of interdependence. Instruction was organized into manageable six-week units in which written materials, charts, trips and guest speakers provided a multi-faceted approach. A significant number of senior high school students showed an increase in the number of facts they included about an EWA unit topic on a posttest; a significant increase was not evidenced in the posttest results of the junior high school group.

1977-1978 *(Preliminary Findings) Education in World Affairs, partially implemented according to its intended mode of operation, is providing effectively coordinated programs for upper elementary, junior high, senior high, and special education students.*

At the beginning of the project year, introductory planning workshops for elementary, junior and senior high level teachers were held at the project headquarters and at local museums and institutions that host participating students throughout the school year.

Pretesting of senior high students (grades 10-12) was conducted as scheduled. However, because the appointment of junior high and elementary liaison teachers has been delayed, it was decided that the students in grades 6-9 would not be tested this year. In spite of this personnel handicap, all participating classes have been receiving materials and speakers, and attending special programs.

PARTICIPATING SCHOOLS

District 1:	Bartram, Belmont, Bryant, Comegys, Daroff, Hamilton, Huey, Locke, McMichael, Sayre, Sulzberger, University City, Washington, West Philadelphia,
District 2:	Audenried, Bache, Barratt, Bregy, Childs, Franklin, Kelly, Martin, Peirce, Penn, Vaux, Douglass
District 3:	Bartlett, Bok, Jackson, Kearny, Key, South Philadelphia, Spring Garden,
District 4:	Blaine, Blankenburg, Cleveland, Dobbins, FitzSimons, Gillespie, Gratz, Pratt-Arnold, Rhodes, Shoemaker
District 5:	Dunbar, Edison, Ferguson, Jones, Kensington, Moffett, Willard-Powers
District 6:	Dobson, East Falls, Mifflin, Pennell, Roosevelt
District 7:	Smedley, Bethune, Pennsylvania Advancement School
Nonpublic:	Hallahan, Roman Catholic, St. Edward, St. Elizabeth, St. Ignatius, St. Madeleine Sophie, St. Mary Interparochial, St. Rose of Lima, St. Stephen, West Catholic Boys, West Catholic Girls

ENGLISH TO SPEAKERS OF OTHER LANGUAGES

ADMINISTRATOR:	Eleanor Sandstrom
HEADQUARTERS:	Room 300, 21st Street and Parkway
TELEPHONE:	299-7791
PBRS CODE:	811-02-551
OPERATING YEARS:	1966-1978 (Originally English as a Second Language)
GRADES SERVED:	PK-12
NO. OF PUPILS:	Public 2,655, Nonpublic 570
NO. OF SCHOOLS:	Public 24, Nonpublic 9
NO. OF EMPLOYEES:	Professional 59, Paraprofessional 6, Clerical 2
CURRENT BUDGET:	$1,188,000
EVALUATION TEAM:	Robert M. Offenberg, Bob Epstein, Carlos Rodriguez-Acosta

KEY FINDINGS

1975-1976 The project was implemented according to plan, and attained both of its instructional objectives--pupil growth in ability to understand and produce spoken English. These Language skills were the main focus of the project.

1976-1977 Based on a variety of tests and analyses, evaluations have consistently indicated that participation in the program has had a significant impact on the rate of language acquisition. Analyses of cross-sectional data have indicated that pupils' understanding of the spoken language tended to increase with continued participation in ESOL beyond that which could be expected from the pupils' backgrounds (age, sex, grade, mother tongue) and their living in an English-speaking environment.

1977-1978 (Preliminary Findings) More than 3,000 pupils have been screened at eligible schools and approximately 3,500 pupil records of previously screened pupils were used in forming classes. Eleven monitoring visits at five schools suggest that the program is fully implemented. Facilities and materials are sufficient. Classes observed ranged from 1 to 21 pupils, and at all but one school class size was 10 or above. Management indicated that the school with low enrollment may have its part-time teacher reassigned.

PARTICIPATING SCHOOLS

District 2: Franklin, Penn, Waring
District 3: South Philadelphia, Southwark, Stoddart-Fleisher, Jefferson

District 5: Edison, Ferguson, Hunter, Jones, Kensington, Ludlow, McKinley, Miller, Moffet, Penn Treaty, Potter-Thomas, Sheppard, Stetson, Wanamaker

District 7: Pennsylvania Advancement, Taylor, Stearne

Nonpublic: Cathedral, Hallahan, Roman Catholic, St. Bonaventure, St. Boniface, St. Edward, St. Peter Apostle, St. Stephen, St. Veronica

FOLLOW THROUGH (ESEA TITLE I COMPONENT)

ADMINISTRATOR:	Leontine D Scott
HEADQUARTERS:	Room 510, 21st Street and Parkway
TELEPHONE:	299-7659
PBRS CODE:	811-01(02)-699, 811-01(02)-511, 811-14-748
OPERATING YEARS:	1968-1978
GRADES SERVED:	K-3
NO. OF PUPILS:	10,907
NO. OF SCHOOLS:	43
NO. OF EMPLOYEES:	Professional 80, Paraprofessional 220, Clerical 4, Other 2
CURRENT BUDGET:	$4,923,300
EVALUATION TEAM:	Thomas McNamara, Judith Goodwin, John McKinney Anne Lukshus

KEY FINDINGS

1975-1976 Seven of the 10 achievement objectives (focused on both regular and expansion programs) were at least partially attained. Fully attained were the five objectives having to do with maintenance of basic skill levels in Grades K-2 and improved performance over the previous year in Grades 3 and 4. The two objectives dealing with project pupils' performance in Grades 3 and 4 in comparison with that of district non-Follow-Through groups and total districts were partially attained. The three objectives not attained concerned comparative performance in Grades K-2 of project pupils and total district. As in the past, the Bank Street and Behavior Analysis Models were the highest-achieving overall. In 1975-1976 the Philadelphia Process Model generally exceeded the Parent Implemented Model, which in the past had ranked third among the models in performance.

1976-1977 Both the original and the expansion program are functioning well in general. Second grade performance in the expansion program is in need of improvement; but, it has only been in existence at this level for one year. Third grade performance in the original program, while continuing to improve, does not yet match the level of second grade performance. With respect to level of performance, the four highest achieving models continue to be Bank Street, Behavior Analysis, Parent Implemented and Philadelphia Process.

1977-1978 *(Preliminary Findings) The decision to rigidly enforce, as of September 1977, the Title I educational deprivation criterion in all Follow Through programs receiving support from this source had a widespread negative effect on program implementation during the*

first half of the school year. Both the original and the Title I Expansion programs were affected; the former doubly so, since, in attempting to comply with the newly enforced Title I guidelines, it was served notice in October that full compliance with Title I would involve non-compliance with Title IIa. The only solution possible to meet the two conflicting demands involved a massive reorganization (already well into the school year) of the original program, including both reducing the number of original sites by four and drastically reducing the number of program classes in the 14 remaining sites.

The above circumstances, coupled with the maintenance and custodial workers' strike in September and the serious funding crisis in November, produced an atmosphere not at all conducive to good implementation. Teachers and parents, but especially the latter, found it extremely difficult to understand, much less accept, the Title I ruling and its implications, and regarded it as some kind of incomprehensible punishment for past program success.

PARTICIPATING SCHOOLS

District 1:	Belmont, Drew, Locke, McMichael, Rhoads, Washington, Wilson
District 2:	Arthur, Carver, Meade, Reynolds, Stanton, Waring
District 3:	Hawthorne, Kearny, Nebinger, Southwark, Spring Garden, Wister
District 4:	Blankenburg, Dick, Duckrey, Pratt, Stanton, Wright
District 5:	Dunbar, Elverson, Ferguson, Harrison, Hartranft, Hunter, Ludlow, McKinley, Moffet, Welsh
District 6:	East Falls, Fulton, Kelly, Pastorius, Wister
District 7:	Bethune, Smedley, Taylor

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

ADMINISTRATOR:	Robert F. Magliano
HEADQUARTERS:	Room 204, 21st Street and Parkway
TELEPHONE:	299-7842
PBRS CODE:	811-05-587, 811-05-588
OPERATING YEARS:	1968-1978
GRADES SERVED:	K-12
NO. OF PUPILS:	1,033
NO. OF SCHOOLS:	7 Institutions
NO. OF EMPLOYEES:	Professional 101, Paraprofessional 10, Clerical 5 (Most personnel provided by respective institutions)
CURRENT BUDGET:	$268,946
EVALUATION TEAM:	William E. Loue III, Judith Green*, Lisbeth Sklar

KEY FINDINGS

1975-1976 Both objectives dealing with students' gains in reading and/or mathematics skills were partially attained. The objectives addressing the length of time that programs would operate were partially attained. The objective about cultural trips was not applicable because of midyear changes in guidelines, to emphasize basic skills. Consequently, intended services were provided to eligible children in reading and/or mathematics, and many children receiving these services were reported to have gained at least some additional knowledge.

1976-1977 Objectives dealing with students' gains in reading and/or mathematics skills were attained. Intended services were provided to eligible children in reading and/or mathematics, and many were reported to have improved.

The evaluation results indicated that some programs did not maintain attendance sheets and descriptive logs.

1977-1978 *(Preliminary findings) Because certain wording in the contractual section of the institutional proposals were no longer acceptable to the State Department of Education in Harrisburg, the projects' Title I services were delayed until mid-year. By February, all programs but one were operational with minor revisions due to the time lost. Five institutions are providing reading instruction, 1 institution is providing math instruction, and 4 institutions are providing both reading and math instruction. It is assumed that similar progress will be reported for this year.*

PARTICIPATING INSTITUTIONS

Association for Jewish Children, 1301 Spencer Street, 19141; LI 9-9000
Baptist Children's House, 1300 South 58th Street, 19143; SA 9-6511
Catholic Home for Girls, 6901 Woodland Avenue, 19142; SA 6-1110
Children's Aid Society of Pennsylvania, 311 South Juniper Street, 19107; KI 6-2990
Girard College, Girard & Corinthian Avenues, 19121; CE 6-6500
Guardian Angel Home, 8538 Frankford Avenue, 19136; MA 4-3794
Methodist Home for Children, Monument Road at Belmont Avenue, 19131; TR 7-1925
Northern Home for Children, 5301 Ridge Avenue, 19128; IV 2-1423
St. Francis Vocational, 107 W. Seymour Street, 19144; 638-9310
St. Joseph's Hall for Girls, 910 Church Lane, 19128; GE 8-9333
St. Vincent's Home for Children, 6900 Greenway Avenue, 19142; SA 4-0203, 3995
St. Vincent's Orphan Asylum of Tacony, 7201 Milnor Street, 19135; MA 4-5600
St. Vincent's Residence, 6901 Woodland Avenue, 19142; SA 7-8200
Salvation Army IvyHouse, 4050 Conshohocken Avenue, 19131; TR 7-7214
Southern Home for Children, 3200 South Broad Street, 19145; DE 4-4319
Stenton Child Care Center, 6100 Stenton Avenue, 19138; MU 6-9700, Ext. 49241
Youth Services, Inc., 410 N. 34th Street, 19104; BA 2-3262

LEARNING CENTERS

ADMINISTRATOR: Lore Rassmussen
HEADQUARTERS: Durham School
TELEPHONE: 732-3204
PBRS CODE: 811-02-541
OPERATING YEARS: 1966-1978
GRADES SERVED: 1-9
NO. OF PUPILS: 950
NO. OF SCHOOLS: 9
NO. OF EMPLOYEES: Professional 14, Paraprofessional 5 (Part-time), Clerical 0
CURRENT BUDGET: $436,600
EVALUATION TEAM: Robert N. Sebastian, Ethel K. Goldberg, David Patton

KEY FINDINGS

1975-1976 All project objectives were attained. LC pupils achieved mastery of basic mathematics skills and exceeded comparable nonparticipating pupils in mathematics concept formation. LC communications lab pupils demonstrated their proficiency at audiovisual communication by successfully conveying an informational message to peer groups via television.

Responses to the Teacher-Parent Center Survey indicated positive affective and behavioral changes by the participants. The large number of teachers, parents, paraprofessionals, and administrators who voluntarily sought assistance in the Teacher-Parent Center further indicated the success of this project component.

1976-1977 Participating pupils tested in both September and May averaged 1.6 levels gained on the Philadelphia Mathematics Evaluation Tests, thereby exceeding the one level gain expected. Fully 90% of the children tested gained at least one level. Participants in the Communications Lab were able to produce a media product which communicated to 15 of their peers at least the expected 50% of the creator-intended concepts.

Pupils in the Learning Centers Labs exceeded the expected levels of performance both in basic arithmetic skills and in the use of techniques of media processes. Teacher-Parent center staff exceeded the criterion of providing 20% more on-site workshops in which basic skills teaching materials and classroom furnishings were made by participants in their own schools.

1977-1978 *(Preliminary Findings) Learning Center Labs, Teacher-Parent Center, and Travelling Teacher Center are operational. The evaluation is proceduring as designed with the exception of testing pupils' progress in metric math. A measuring device to assess their skill will be developed for the 1978-1979 evaluation. A survey of teacher satisfaction with the Teacher-Parent Center is underway.*

PARTICIPATING SCHOOLS

District 1: McMichael, Rhoads
District 2: Douglass, Peirce
District 3: Jackson
District 4: Peirce, Wright, Heston
District 5: Clymer
District 6: Mifflin

MOTIVATION

ADMINISTRATOR:	Rebecca Segal
HEADQUARTERS:	Room 318, 21st Street and Parkway
TELEPHONE:	299-7800
PBRS CODE:	826-04-555 (Impact Aid-C)
OPERATING YEARS:	1966-1978
GRADES SERVED:	9-12
NO. OF PUPILS:	3,100
NO. OF SCHOOLS:	11
NO. OF EMPLOYEES:	Professional 41, Paraprofessional 9, Clerical 13
CURRENT BUDGET:	$1,032,000
EVALUATION TEAM:	Marion Kaplan, Janice Atkins

KEY FINDINGS

1975-1976 The project was fully implemented in 1975-1976. Motivation students were found to be reading at a higher level than a comparable group of non-Motivation students. Sampled Motivation students also scored higher on the Verbal and Mathematical subtests of the College Board Scholastic Aptitude Test than the comparison group. Project participants were accepted for admission to colleges and universities at significantly higher rates than a comparable group of non-Motivation students.

1976-1977 By June 1, 1977, Motivation students were accepted for admission to colleges and universities at a rate of 74% as compared to 40% of the respondents to the 1976 High School Graduate Survey who went to a four-year college.

Motivation students (11th and 12th grades) surpassed the city-wide attendance rates, for the same grades; and 67% of the sampled 12th-grade Motivation students maintained or improved their national percentile ranks in Total Reading on the California Achievement Tests.

The evaluation results indicated that the Motivation program, as a supplement to regular high school reading and mathematics instruction, contributes to the improvement of basic skills achievement levels of participating students.

1977-1978 (Preliminary findings) Despite staff reductions due to budgetary reductions, the project at each of the 11 sites appears to be operating according to the description in the Title I Application. Students are provided with extra classes (English and Mathematics), tutoring sessions, cultural events and extra counseling

PARTICIPATING SCHOOLS

District 1: Bartram, University City, West Philadelphia
District 2: Benjamin Franklin, Penn
District 3: Bok, South Philadelphia
District 4: Gratz, Strawberry Mansion
District 5: Edison, Kensington

MULTIMEDIA CENTER

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 228-3105
PBRS CODE: 811-06-615
OPERATING YEARS: 1968-1978
GRADES SERVED: K-12
NO. OF PUPILS: Nonpublic 6,927
NO. OF SCHOOLS: Nonpublic 47
NO. OF EMPLOYEES: Professional 0, Paraprofessional 3, Clerical 1
CURRENT BUDGET: $130,600
EVALUATION TEAM: Robert N. Sebastian, Ethel K. Goldberg, David Patton

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KEY FINDINGS

1975-1976 All project objectives were attained. During the school year, 6,863 requests for materials were filled. While on loan, 75% of the materials were used daily and 22% weekly. In-service training was provided for 22 paraprofessional aides and 127 pupils.

1976-1977 Fully implemented in harmony with the Title I Application, the Multi-Media Center project has continued its programs of circulating audiovisual and other instructional materials appropriate for remediation of eligible students' educational deficiencies, materials, and training paraprofessional aides and students to operate such hardware. Aides, teachers, and principals have continued to express high levels of satisfaction with the project's services.

1977-1978 (Preliminary findings) The evaluator's observations at the participating schools and at the main center indicated efficient and effective implementation of the project's proposed services. Fifteen schools have been visited and interviews held with the principals and school coordinators. Based on these observations and interviews, it would appear that the project's objective and goals will be successfully attained for the 1977-1978 school year.

PARTICIPATING SCHOOLS

Nonpublic: Cathedral, St. Agatha, St. Anne, St. Anthony, St. Benedict, St. Bonaventure, St. Boniface, St. Bridget, St. Carthage, St. Charles, St. Columba, Corpus Christi, St. Edward, St. Elizabeth, St. Francis de Sales, St. Francis Xavier, St. Gabriel, Gesu, St. Gregory, St. Ignatius, Immaculate Conception B, St. Madeleine Sophie, St. Malachy, St. Mary Interparochial, St. Michael, Most Blessed Sacrament, Most Precious Blood,

Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of the Rosary, Our Lady of Victory, Our Mother of Sorrows, St. Paul, St. Peter Claver, St. Peter the Apostle, St. Philip Neri, St. Rita, St. Rose of Lima, Sacred Heart, St. Stephen, Transfiguration, St. Veronica, St. Vincent de Paul, Visitation, Mercy Vocational, Archbishop Ryan Memorial, Our Lady of Confidence

SCHOOL-COMMUNITY COORDINATOR

ADMINISTRATOR: Alfonso Williams
HEADQUARTERS: Room B-3, Stevens School
TELEPHONE: MA 7-1282
PBRS CODE: 811-17-505
OPERATING YEARS: 1966-1978
GRADES SERVED: PK-12
NO. OF PUPILS: 88,209
NO. OF SCHOOLS: 150
NO. OF EMPLOYEES: Professional 2, Paraprofessional 158, Clerical 2, Other 12
CURRENT BUDGET: $2,658,100
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters*

KEY FINDINGS

1975-1976 Four of the five project objectives were fully attained. The average SCC sponsored 11 cluster meetings during the year. During three sample months, the average SCC had 30.2 in-school student contacts and attended two community meetings as the school's designated representative. However, the average SCC completed 73.2 out-of-school conferences per month instead of the expected 75.

Area coordinators visited their assigned SCCs at least once a month, and assisted them by providing information, answering questions, and checking records. The ACs also served as a key communication link between neighborhood schools, parents, the community, and local organizations.

1976-1977 Although SCCs concentrated their services on Title-I-eligible pupils and their parents, they performed below the project's expectations. During the three sample months, 77%, 76%, and 65% of the SCCs (instead of the expected 80%), held at least 3.5 out-of-school conferences per working day.

Although less than 90% of the SCCs held a minimum of 20 in-school contacts with pupils, SCCs attaining the objective provided at least 38 in-school contacts with Title-I-eligible pupils during each sample month. Seventy-six percent of the SCCs (instead of 90%) averaged 13.3 parents' cluster meetings over the school year -- 3.3 more than the expected ten.

1977-1978 (Preliminary findings) The project has revised its management and coordination system thus insuring the delivery of service to eligiable pupils. In addition, active parent involvement continues to be stressed.

PARTICIPATING SCHOOLS

District 1:	Barry, Bartram, Belmont, Bryant, Comegys, Daroff, Drew, Dunlap, Hamilton, Harrington, Harrity, Holmes, Huey, Lea, Locke, Longstreth, McMichael, Mitchell, Morton, Powel, Rhoads, Sayre, Shaw, Sulzberger, Tilden, University City, Washington, West Philadelphia, Wilson
District 2:	Alcorn, Arthur, Audenried, Bache, Barratt, Benson, Bregy, Carver, Childs, Darrah, Douglass, Franklin, Gideon, Kelley, Landreth, McDaniel, Meade, Morris, Peirce, Penn, Poe, Reynolds, Sartain, Smith, Stanton, Vare, Vaux, Waring, Wayne
District 3:	Bartlett, Bok, Boone, Hawthorne, Jackson, Jefferson, Kearny, Key, Kirkbride, Meredith, Nebinger, South Philadelphia, Southwark, Spring Garden, Stoddart-Fleisher, Vare, Washington, Wister
District 4:	Blaine, Blankenburg, Cleveland, Dick, Dobbins, Duckrey, FitzSimons, Gillespie, Gratz, Hanna, Heston, Hill, Kenderton, Lehigh, Leidy, Miller, Peirce, Pratt-Arnold, Rhodes, Shoemaker, Stanton, Strawberry Mansion, Walton, Whittier, Wright
District 5:	Brown, Clymer, Dunbar, Edison, Elverson, Fairhill, Ferguson, Hackett, Harrison, Hartranft, Hunter, Jones, Kensington, Ludlow, McKinley, Miller, Moffet, Penn Treaty, Potter-Thomas, Sheppard, Stetson, Wanamaker, Welsh, Willard-Powers
District 6:	Dobson, Fulton, Kelly, Lingelbach, Logan, Mifflin, Pastorius, Pennell, Pickett, Roosevelt, Steel, Wister, Emlen, Kinsey
District 7:	Bethune, Birney, Cooke, Cramp, Howe, McClure, Smedley, Stearne, Taylor, Pennsylvania Advancement School

SUMMER SPECIAL EDUCATION

ADMINISTRATOR:	Winifred L. Tillery
HEADQUARTERS:	Stevens Administrative Center, 1st floor
TELEPHONE:	299-7248
PBRS CODE:	726-05-724 (Impact Aid-C)
OPERATING YEARS:	1971-1977 (1978 results not yet reportable)
GRADES SERVED:	Ungraded
NO. OF PUPILS:	740
NO. OF SCHOOLS:	4
NO. OF EMPLOYEES:	Professional 0, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	$150,000
EVALUATION TEAM:	Marion Kaplan, Joseph Meade*, Vivian Price

KEY FINDINGS

1976

Teacher ratings of the academic skills of students indicated that all of the students either improved or maintained their respective achievement levels. Of 137 orthopedically handicapped students rated in social skills, 18% improved and 81% maintained their levels.

Teacher ratings of 129 students' vocational skills indicated that 46% of the students improved and 53% maintained their achievement levels.

Of 129 students rated in social skills, 31% improved and 69% maintained their levels.

1977

The Summer Special Education project offered exceptional students the option of continuing to receive the instructional and therapeutic services provided during the regular school year. Student progress reports indicated that all of the instructional and therapeutic programs were successful in maintaining and/or improving the students' achievement levels in academic, social, and vocational skills and in providing physiological therapy. The inclusion of enrichment activities in the program for the orthopedically handicapped provided additional benefits for participating students. The position of project job coordinator was not funded this year.

PARTICIPATING SCHOOLS

District 1:	Hamilton (Brooks)
District 3:	Bartlett
District 5:	Muhr
District 6:	Widener

ELEMENTARY MATHEMATICS CLASSROOM AIDES

ADMINISTRATOR:	Alexander Tobin
HEADQUARTERS:	Room 311, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	726-02-535 (Project terminated in 1977)
OPERATING YEARS:	1976-1977
GRADES SERVED:	2-6
NO. OF PUPILS:	1,040
NO. OF SCHOOLS:	38
NO. OF EMPLOYEES:	Professional 0, Paraprofessional 38, Clerical 0
CURRENT BUDGET:	Regular $89,000, Summer None, Total $89,000
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto*, Fleta Waters

KEY FINDINGS

1976-1977 Examination of the Weekly Summary of Activities Log indicated that the aides met the project's goal. The aides used an average of 78% of their time working with individual or small groups of pupils, and an average of 16% of the time performing clerical work, performing housekeeping tasks, preparing and maintaining instructional materials, and planning activities with teachers. The remaining 6% of the aides' time was spent on other activities.

For the 1977-1978 school year, the Elementary Mathematics Classroom Aides project was incorporated in the Elementary Mathematics Resource Teacher project.

PARTICIPATING SCHOOLS

District 1:	Barry, Belmont, Bryant, Daroff, Hamilton, Harrington, Lea, Locke, McMichael, Mitchell, Morton
District 2:	Alcorn, Bregy, Carver, Kelley, Meade, Morris
District 3:	Nebinger, Southwark
District 4:	Cleveland, Dick, Duckrey, Hanna, Heston, Kenderton, Peirce, Stanton, Walton
District 5:	Clymer, Ferguson, Hackett, Hartranft, Welsh
District 6:	Kelly, Pastorius, Steel, Wister
District 7:	Bethune

PRESCHOOL CHILD DEVELOPMENT PROJECT

ADMINISTRATOR:	Constance E. Clayton
HEADQUARTERS:	Room 230, 21st Street and Parkway
TELEPHONE:	299-7839
PBRS CODE:	26-01-508 (Impact Aid - Part C)
OPERATING YEARS:	1977-1978
GRADES SERVED:	Pre-K and K
NO. OF PUPILS:	75
NO. OF SCHOOLS:	1
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 3
CURRENT BUDGET:	$100,200
EVALUATION TEAM:	Thomas McNamara, Kenneth Prusso, Mildred Asano

PROJECT DESCRIPTION

The Impact Aid Pre-school Project is designed to serve young children 3 years to 5 years 7 months who are of different ethnic backgrounds and reside in an ESEA Title I eligible school attendance area. The program employs early childhood intervention strategies in the promotion of cognitive, physical, social and emotional growth.

The project allows each child to develop his strengths and abilities through exploration, discovery, experimentation and reinforcement of experience. Teachers head attractive, Child-Centered Classes using modern instructional techniques and materials geared to the needs of young children. The classroom offers a variety of activities for individual and small group instruction, cultural enrichment and reinforcement of basic life concepts. Teachers coordinate the efforts of auxiliary personnel and volunteers, keep abreast of trends in early childhood education, attend meetings and staff development sessions, keep records and perform related duties as required.

Active participation of parents, community and volunteers, further reduce the classroom adult-child ratio. Parents, volunteers and staff participate in study, planning and implementation workshops and help develop broader educational goals.

EVALUATION TECHNIQUES

Developmental assessment scales, Standardized achievement tests, questionnaires, Observational Checklist.

KEY FINDINGS

1977-1978 *(Preliminary Findings) The project is being implemented according to the mode of operation cited in the funding proposal. By mid year staff had been appointed and had received an orientation. Letters to participating parents providing registration information have been distributed. Due to the formative stage of the project, developmental status comparisons will be deferred until the second year.*

PARTICIPATING SCHOOLS

District 5: H.A. Brown

PROJECTS NO LONGER FUNDED UNDER TITLE I*

Project	Year of Termination
Aide Services ("C")	1976
Language Arts Reading Camps	1977
Creative Dramatics	1976
Meet the Artist	1976
Episcopal Academy: Summer Enrichment	1976
Out-of-School Sequenced Science Experience	1976
Speech and Hearing	1976
Young Audiences	1976
Walnut Center	1976
Alternative Programs	1977
Comprehensive Mathematics D	1977
Counseling Services	1977
Elementary Mathematics Classroom Aides	1977

*For projects terminated prior to 1976, see Digest of Annual Evaluations 1965-1976.